

# GRADE LEVEL CONTENT EXPECTATIONS

# 6<sup>ELA</sup>

v. 6.04

READING

WRITING

SPEAKING

LISTENING

VIEWING

***Welcome to Michigan's Grade Level Content Expectations! The performance statements contained in this document represent many months of dedicated contribution from classroom teachers, curriculum specialists, academicians, and Michigan Department of Education consultants. They are meant to provide teachers with an outline of learning expectations and will be used to drive grade level assessments throughout the next several years. They by no means represent an entire "curriculum" of learning, nor do they give guidance as to how instruction should be designed or delivered. The craft of instruction is in the hands of the professional.***

The federal *No Child Left Behind Act* of 2001 mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content. In July, 2002, a committee of Michigan English Language Arts leaders conducted a study of more than 100 local and intermediate district, state, national, and international curriculum documents in order to develop the **Grade Level Content Expectations (GLCE)**. Further refined based on extensive feedback, these grade level "targets" truly represent not only the theoretical, research-based content of English language arts, but also the common views and best instructional scope and sequence of exemplary literacy teachers in Michigan.

The twelve English Language Arts Content Standards found in the Michigan Curriculum Framework, common to all grades, are broad curriculum statements that describe what students should know and be able to do by the time they graduate from high school. Following each of the twelve content standards are benchmarks that describe the knowledge and skills students must master in order to achieve particular content standards. The benchmarks were not written at individual grade levels, but for grade level clusters (early elementary, later elementary, middle school, and high school). The GLCE represent a more discrete layer of learning at each grade level and are meant to assist teachers in better preparing students for grade level assessments. School districts across the state have worked to align their local language arts curricula to state content standards and benchmarks. In most cases, this effort is initiated with the process of converting the state grade level benchmarks into individual, K-12 grade level expectations.

The new GLCE capture the rich content of the standards and benchmarks; eliminate much of the redundancy inherent within them; and express in precise and measurable terms what students in grades K-8 should know and be able to do. This document is intended to be an assessment tool with the expectations written so as to convey expected performances by students.

Local and intermediate school districts can use the GLCE as a basis for the development of a well-paced curriculum while providing instructional strategies that can help students attain the concepts and skills necessary to meet these expectations. On the state level, they will be used to develop test and item specifications for the *No Child Left Behind Act* of 2001 requirement of testing all students in grade 3-8 through the Michigan Education Assessment Program (MEAP) and MI-Access, assist in the development of targeted professional development, and guide program planners in focusing resources and energy.

Within the hands of teachers, GLCE will be converted into exciting and engaging learning for Michigan's students. The art of teaching is what makes the content of learning become a reality.

*Students will...*

**R.WS.06.01** Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

**R.WS.06.02** Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., origins and meanings of foreign words, words with multiple meanings, knowledge of major word chunks/rimes, syllabication).

**R.WS.06.03** Recognize frequently encountered words automatically.

**R.WS.06.04** Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).

**R.WS.06.05** Apply strategies to construct meaning and identify unknown words.

**R.WS.06.06** Read fluently sixth grade level texts (increasingly demanding texts read with fluency as the year proceeds).

**R.WS.06.07** Use strategies (e.g., connotation, denotation) and authentic content-related resources to determine the meaning of words and phrases in context (e.g., regional idioms, content area vocabulary, technical terms).

**Narrative Text**

*Students will...*

**R.NT.06.01** Describe how characters in classic and contemporary literature recognized for quality and literary merit form opinions about one another in ways that can be fair and unfair.

**R.NT.06.02** Analyze elements and style of narrative genres (e.g., folktales, fantasy, adventure, action).

**R.NT.06.03** Analyze the role of dialogue, plot, characters, themes, major and minor characters, and climax.

**R.NT.06.04** Analyze how authors use dialogue, imagery, and understatement to develop plot.

**Informational Text**

*Students will...*

**R.IT.06.01** Analyze elements and style of informational genre (e.g., research report, how-to-articles, essays).

**R.IT.06.02** Analyze organizational patterns.

**R.IT.06.03** Explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., footnotes, bibliographies, introductions, summaries, conclusions, appendices).

## Comprehension

### *Students will...*

**R.CM.06.01** Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.

**R.CM.06.02** Read, retell and summarize grade level appropriate narrative and informational texts of grade level appropriate informational text.

**R.CM.06.03** State global themes, universal truths, and principles within and across texts to create a deeper understanding.

**R.CM.06.04** Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.

## Metacognition

### *Students will...*

**R.MT.06.01** Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing).

**R.MT.06.02** Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills (e.g. SQ3R, pattern guides, process of reading guides).

## Critical Standards

### *Students will...*

**R.CS.06.01** Compare the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.

## Reading Attitude

### *Students will...*

**R.AT.06.01** Be enthusiastic about reading and do substantial reading on their own.

## WRITING

### Writing Genres

#### *Students will...*

**W.GN.06.01** Write a cohesive narrative piece (e.g., personal narrative, adventure, tall tale, folk tale, fantasy) that includes elements of characterization for major and minor characters, internal and/or external conflict, and address issues of plot, theme, and imagery.

**W.GN.06.02** Write an essay (e.g., personal, persuasive, or comparative) for authentic audiences that includes organizational patterns that support key ideas.

**W.GN.06.03** Formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a presented, final project.

### Writing Process

#### *Students will...*

**W.PR.06.01** Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.

**W.PR.06.02** Apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers such as story maps or webs designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational text (e.g., problem/ solution, and sequence).

**W.PR.06.03** Review and revise their drafts with audience and purpose in mind regarding consistent voice and genre characteristics.

**W.PR.06.04** Write for a specific purpose by using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g. word choice, level of formality, example).

**W.PR.06.05** Edit their writing using proofreaders' checklists both individually and in peer editing groups.

### Personal Style

#### *Students will...*

**W.PS.06.01** Exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).

## Grammar and Usage

*In the context of their writing, students will...*

**W.GR.06.01** Use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including indefinite and predicate pronouns, transitive and intransitive verbs, adjective and adverb phrases, adjective and adverb subordinate clauses, comparative adverbs and adjectives, superlatives, conjunctions, compound sentences, appositives, independent and dependent clauses, introductory phrases, periods, commas, quotation marks, and the uses of underlining and italics for specific purposes.

## Spelling

*Students will...*

**W.SP.06.01** Spell frequently misspelled words correctly (e.g., their, there, they're) in the context of their own writing.

## Handwriting

*Students will...*

**W.HW.06.01** Write legibly in their compositions.

## Writing Attitude

*Students will...*

**W.AT.06.01** Be enthusiastic about writing.

## SPEAKING

### Conventions

#### *Students will...*

**S.CN.06.01** Ask and respond to questions and remarks to engage the audience when presenting texts.

**S.CN.06.02** Use rhyme, rhythm, cadence, and word play for effect when presenting.

**S.CN.06.03** Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).

### Discourse

#### *Students will...*

**S.DS.06.01** Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships, or other conversation protocols).

**S.DS.06.02** Discuss multiple text types in order to compare/contrast ideas, form, and style to evaluate quality and to identify personally with a universal theme.

**S.DS.06.03** Discuss their written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, suspense).

**S.DS.06.04** Plan a focused and coherent oral presentation using an informational text pattern (e.g., problem/solution sequence), select a focus question to address, and organize the message to ensure that it matches the intent and the audience to which it will be delivered.

<b>LISTENING &amp; VIEWING</b>	<b>Conventions</b>
	<p><i>Students will...</i></p> <p><b>L.CN.06.01</b> Respond to, evaluate, and analyze speeches and presentations delivered by peers.</p> <p><b>L.CN.06.02</b> Demonstrate the appropriate social skills of audience behavior (e.g., eye contact, quiet and still, attentive, supportive) during speeches and presentations.</p>
	<b>Response</b> <p><i>Students will...</i></p> <p><b>L.RP.06.01</b> Summarize, take notes on key points, and ask clarifying questions.</p> <p><b>L.RP.06.02</b> Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p><b>L.RP.06.03</b> Identify a speaker's affective communications expressed through tone, mood, and emotional cues.</p> <p><b>L.RP.06.04</b> Relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communication (e.g., eye contact, posture, gestures).</p> <p><b>L.RP.06.05</b> Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.</p> <p><b>L.RP.06.06</b> Respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation.</p> <p><b>L.RP.06.07</b> Identify persuasive and propaganda techniques used in television, and identify false and misleading information.</p>